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ABSTRACT

A teaching guide and series of exercises for high-intermediate or advanced English-as-a-Second-Language (ESL) instruction based on the movie "Witness" are presented. The materials are designed primarily to develop English listening and speaking skills and enhance awareness of American culture and the criminal justice system. The teaching guide gives background information on the materials' design, the various classroom teaching activities provided, and some options for classroom presentation for different skill levels. Several additional teacher resources are also cited. The instructional materials themselves consist of: a series of questions to accompany silent previewing of the film and then viewing with sound, and some questions extending to viewing/listening experience; background information on the Amish and on the American criminal justice system; a list of characters; comprehension and extension questions to accompany 31 specific clips from the film; and questions designed to provide the teacher with feedback on the materials' usefulness. Contains 8 references. (MSE)

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Witness: The Movie
A Material Development Project

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B.A. Boston College 1986

**Submitted in partial fulfillment of the requirements for
the Masters of Arts in Teaching degree at the
School for International Training, Brattleboro, Vermont.**

March 1, 1991

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ABSTRACT

This materials development project uses the movie, "Witness", in combination with various activities to increase the listening and speaking skills, and augment the cultural awareness of high-intermediate or advanced EFL/ESL students. American culture, Amish culture, and the American criminal justice system are all closely examined. The students participate in a wide range of activities; transcription of film dialogue, projecting the outcome of situations, role play, comprehension after viewing certain film scenes. The students are also encouraged to go further into their exploration of the film, if time allows. This project may be used as a listening/speaking course in itself or as an elective in an intensive language program.

ERIC DESCRIPTORS

AMISH

AUDIOVISUAL INSTRUCTION

CRITICAL THINKING

CROSS CULTURAL STUDIES

CULTURAL AWARENESS

CULTURAL INFLUENCES

CRIME

CRIMINAL LAW

INTERDISCIPLINARY APPROACH

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Teacher's Guide

What better way to introduce an ESL student to American language and culture than to show them life through the form of video. Although movies are only artistic abstractions of real life, they can act as magnifying glasses on certain aspects of language and culture which we as instructors wish our students to examine. It is up to the teacher to construct the lens of that magnifying glass, when developing the materials which will accompany that film.

Of course one film will not expose the second language learner to all possible linguistic and cultural variations in American society, but it will allow her to get a closer look at specific cross sections. It will provide the student with the opportunity to become accustomed to different regional accents, to learn about specific cultural variants which make up the mosaic of American culture, be introduced to slang and idioms in a close to realistic context.

Film or video can also serve as a springboard for discussion and conversation. Values can be discussed in conjunction with the characters' actions and the plot of the film. Students can be given the opportunity to project outcome, practice dialogue and empathize with the characters. Video then no longer simply serves as entertainment but, as a totally engrossing teaching tool.

This project has been designed to use with either a high intermediate or advanced group of English language learners. The linguistic skills focus of the project is listening and conversation a great deal of time spent on examining American cultural values. The materials have been designed so that they can be used in either the ESL or EFL setting, with special notations made on those segments which may be inappropriate for the EFL setting.

Depending on the goals and objectives of your individual program, it is possible to use "The Witness" package as a course in itself, or as an integrated element of a listening/conversation course, American culture course, or any EFL/ESL program for that matter. As an elective, "The Witness" package would allow the language student a tremendous opportunity to learn about the American criminal justice system and the Amish culture, while building vocabulary, improving listening skills, and increasing the opportunity for lively classroom discussion by becoming involved in the context of the film.

To cover the package in its entirety, the instructor should allow a total of 24 hours, depending on the level of the student. More advanced students have covered the package in 12 hours, while those with less developed skills have required more. However, if you choose to exclude the To Go Further questions and limit the amount of role play and transcription that the students partake in, you could

limit it to a 9 hour supplement. In that case, the project would become basically a listening and culture exercise.

Each scene of the film has been given the designation of clip. These clips have been numbered through out the project. However, it is highly recommended that the teacher view the movie with the designations in hand, prior to presentation in the classroom and number each clip according to the peculiarities of his/her own VCR. Once the teacher has these clips numbered, it will facilitate the move back and forth between clips and prevent time from being wasted in the classroom. The use of a VCR remote is also highly recommended as it will facilitate moving between clips and reviewing certain scenes.

There are several types of questions which are used in this project: Silent Previewing, Comprehension, Projection, Transcription, and To Go Further. The Silent Previewing questions allow the students to use only the visual clues from the film to determine the significance of scene. The clip is shown first without sound. The students are then given a series of questions to answer. Then they are shown the clip with sound. The students combine the linguistic and extralinguistic elements together and go back to the first set of questions to see if their answers have changed since the addition of speech.

These Silent Previewing questions serve several purposes. They encourage the language student to examine the extralinguistic, as well as the linguistic elements of

communication. They also promote risk-taking and discussion among the students, making the film an "activity" versus a solely passive experience.

The students are purposely not given any background on the Amish or the American criminal justice system until they have viewed the first scene of the movie. It is important to encourage creative thinking from the genesis of the project, as the students take on the role of predictor, risk-taker, and participant. Their assumptions about American culture and modern life are to be challenged here, along with the linguistic skills.

The comprehension questions are rather straightforward and are worded in an open ended manner to promote a variety of answers. It is suggested that the questions be reviewed prior to viewing most clips to which they are joined. At this point, the instructor may choose to explain any obtuse vocabulary or to pay particular attention to one or two specific questions. The students are then shown the clip and are asked to answer what they can independently. They are then shown the clip a second time in order for them to pickup any material that they may have missed.

After the students have answered the comprehension questions independently, they are asked to compare their responses with a classmate, in order to clarify any misunderstandings which may have arisen. Then the class comes together as a group to compare and review the answers and clear up any misunderstanding which were not solved in

step two. If there still exist serious problems in comprehension, it may be necessary to replay the clip several times or break it into smaller segments for better linguistic digestion.

The transcription opportunities are rich in themselves, for they allow the student to connect the spoken and written word. The clip should be played through once without stopping and the students are then asked to fill-in what dialogue that they can. Then the clip may be repeated several times to give the students the opportunity to transcribe the rest of the dialogue that they may have missed. The students are then asked to compare their answers with a classmate and make any adjustments necessary to their text. Then the group comes back together to discuss the accuracy of their transcriptions. At this point, the instructor may wish to provide the student with a completed copy of the transcription.

After the actual transcription itself, most often comprehension questions follow which will be carried out as previously explained. However, the transcription activities also naturally lend themselves to role play and dramatic class presentation in one of two ways. The first is to have the students simply read the dialogue in pairs and to attempt to recreate the impact of the scene from the film, and if time allows to present this scene to the class. This permits, the students to perfect their pronunciation,

intonation, and stress, while adopting the persona of one of the film characters.

Another option with more advanced students is to have them paraphrase the scene which they have just viewed and present this with a partner. This can also be done in two different ways. First, the students may do the transcription activity and the comprehension questions, giving them a solid base from which to work from. They will then be asked to put away the transcription and try to recreate the dialogue with a partner, not to specifically capture word for word what was in the film, but to express the meaning of the scene in their own words.

The second option is to omit the transcription entirely and play the scene several times and then have the students work to recreate their scene without the experience of transcription. However, the second option would only be suitable for more advanced classes. This scene re-creation technique is extremely rich for it encourages the student to be creative and integrate language skills in a context which has already had some emotional impact on him/her.

The prediction exercises are designed to encourage the student to make educated guesses about what will happen in the course of the movie. This promotes active participation and imaginative thinking on the part of the student. The students are asked to make predictions about outcome and justify their predictions.

The To Go Further section is designed for the instructor who has the luxury of delving deeper into some of the cultural and linguistic questions which the film raises. These questions may also be used selectively by those instructors who choose to do so or omitted totally without destroying the integrity of the project.

Depending on the length of your course and the level of your students, it may be helpful to provide a supplementary lesson on nonverbal communication . Some suggested texts for this level is Beyond Language: Intercultural Communication for English as a Second Language, by Deena R. Levine and Mara B. Adelman, Prentice Hall Regents, 1982, and The ESL Miscellany: A Cultural and Linguistic Inventory of American English, by Raymond Clark, Patrick Moran, and Arthur A. Burrows, .

WITNESS MATERIALS PACKAGE

I. Silent Previewing Questions

1. What country are we in?
2. What year is it?
3. What language are the people speaking?
4. Why are they all dressed in the same manner?
5. What is the reason that they have all come together as a group?
6. What is the mood of the scene?
7. How do you know these things?

II. With Sound

1. Did the soundtrack change what you thought about the scene?
How did it create a different feeling for you?
2. What language were they speaking?

To Go Further

1. When you don't understand all the words that a person is using, what else helps you to understand what they are trying to say?
2. What are some ways that you can know what someone is feeling without hearing him/her speak?
3. Do you think that Americans show their feelings in the same way that people from your native culture do?

What are the similarities and what are the differences?

Background on the Amish

The Amish are a religious community of people numbering approximately 65,000 in The United States. Their order was started in 1693 by a man named Jacob Amman in Switzerland.¹ The Amish came to the United States in the early eighteenth century to escape the religious persecution that they felt in their native Germany and Switzerland.

The largest percentage of the Amish reside in Lancaster County, Pennsylvania. Great numbers of Amish settled in Pennsylvania because it provided rich farm land but most importantly because of it's founder William Penn's promise to Pennsylvanians that, "Ye shall be governed by the laws of your own making." ² This freedom from a government's interference with their private lives was important to the Amish who wished to live as a closed Christian society. They wanted the liberty promised to them, to raise their children and live their lives out in what they felt to be most pleasing to their God.

The Amish are a non-violent people who do not believe that physical fighting of any sort resolves problems. They follow the teachings of Christ quite literally from the Bible, modeling their own lives after his. They therefore do not own or use guns, join the military, or fight physically among themselves or against others. ³ In times of war, the Amish are conscientious objectors, that is they tell the

government that they cannot participate in a war because it goes directly against their religious and moral beliefs.

Along with rejecting military service, they Amish are forbidden to hold any elected government office. You will never see an Amish mayor, senator, congressman, or President because of this. They do not accept any form of public assistance such as Welfare, Social Security, Medicare, surplus food. ⁴ They depend only on each other and their own community.

The Amish praise the simple life and reject modern technology. Most Amish work as farmer or craftspeople. They don't have electricity or telephones in their homes, nor do they drive automobiles. Instead they rely upon oil lamps, wood or coal heated homes, and their trusted horses to transport them where need be. The Amish educate their children only until the eighth grade and regard any education beyond the basics of reading, writing, and arithmetic, to be a waste of time. There are of course exceptions to these rules, especially among a group called the Beachy Amish, but for the most part these practices are still followed and this old way of life preserved.⁵

The Amish are plain people who don't like to draw attention to themselves. They don't like to have their photographs taken. They dress plainly in clothes of black, white, and dark blue and their clothes have hooks and eyes instead of buttons which are seen as far too fashionable and

wasteful.⁶ According to the Amish it is sinful, against God's wishes, to be overly concerned with how one looks.

Women must cover their hair with bonnets and men must wear black hats and cut their hair in the same fashion. Unmarried men have clean-shaven faces and when they marry they grow a beard but shave the moustache area. Moustaches are seen as too reminiscent of eighteenth century soldiers⁷ Of course the Amish would wish to remove themselves from anything that is slightly related to the military.

If someone in the Amish community breaks the rules of the group, they are asked to leave the group and live outside or on the edges of the community. That rule-breaker is not allowed to go to worship, speak with, eat with, or partake in group activities with other Amish until the leaders of the church decide that he/she has paid for his/her wrong-doing.⁸ This is called shunning and it works as a great social pressure to get the Amish to follow the rules and conform.

The Amish are only allowed to marry within the order, meaning another Amish. The Amish population continues to grow although their lifestyle has basically remained the same for three centuries. Although they are free to do so, very few Amish leave the order, only 5%, which says something for the power of ostracism.⁹ Outsiders have joined the Amish but they are very rare because few are willing to give up all the amenities of modern life for the pared down lifestyle of the Amish.

For further reading on the Amish:

Brand, Millen, and Tice, George Fields of Peace:A
Pennsylvania German Album Garden City, NY: Doubleday and
Company Inc.,1970

Good, Merle and Phyllis The Twenty Most Asked Questions
About the Amish and the Mennonites Lancaster, PA: Good
Books, 1979

Hostetler, John A. Amish Society Baltimore, Md: The Johns
Hopkins Press, 1963

Llewellyn, Robert Pennsylvania :A Scenic Discovery.
Dublin,NH: Foremost Publishers, 1987

VOCABULARY AND BACKGROUND WORDS FOR WITNESS

Amish Words

Lancaster County, Pennsylvania

Jacob Amman

forbidden(adj.)

separate(adj.)

oath(n.)

public office(n.)

simplicity(n.)

plain(adj.)

beard(n.)

bonnet(n.)

brim(n.)

soil(n.)

shun(v.)

excommunicate(v.)

An Overview of The American Criminal Justice System

In The United States, all accused criminals, people who are thought to have done a crime, are considered innocent, meaning that they did not break the law, until they are proven guilty, shown to have actually have been responsible for the crime, in a court of law. No one can be sent to jail without a trial in the United States. It is the right of all accused of breaking the law to have a fair trial, and if the accused is not satisfied with the result of the trial, he/she may ask the court for a new trial.

The court is the place where people try to decide what is right behavior in society, lawful, and what is unacceptable behavior, unlawful. A trial is a ceremony where it is decided whether the accused person is guilty or innocent of a crime, an action against the law. The person who leads the trial is called the judge. The judge acts as a neutral guide who balances the evidence, proof of the accused's guilt or innocence, and determines the truth of the matter.¹⁰

Many times the judge is assisted by a jury, a collection of ordinary citizens who are chosen by lottery to serve the court. The jury sits in the court and listens to the evidence presented by both sides of the case. The judge instructs the jury in the rules of the court but it is up to the jury to decide upon the truth.

The accused criminal is usually represented by a defense lawyer. However, an accused criminal also has the right to represent himself/herself in the court if he/she desires to do so. The accused criminal, or defendant as he/she is more commonly called, makes a plea in court. The plea is a statement in which the defendant claims that he/she is guilty or innocent. It is then the job of the defense to represent the defendant's plea in the best possible way, proving his/her innocence or admitting guilt and negotiating for the best possible sentence.¹¹

The prosecutor, or the District Attorney is the lawyer who represents the people or the citizens of the state whom the defendant has supposedly wronged. It is then the prosecutor's job to prove the guilt of the defendant or to argue for a sentence, punishment which will best protect the public from the criminal and have the criminal pay back his/her debt to society.

After the judge and the jury have heard from both sides, the jury must come to a unanimous decision, one upon which they all agree, about the defendant's guilt or innocence. If the jurors cannot agree, they are called a hung jury and the trial must begin again with a new jury and the process continues. However, usually the jury arrives at a unanimous decision and then sentencing is decided upon or the defendant is set free if found innocent. A sentence, the punishment for the convicted criminal, is decided upon by the judge and the jury.¹²

For further information on the American criminal justice system see:

Forer, Lois G. Criminals and Victims, NY, NY: W.W. Norton Co., 1980

Neeley, Richard Why Courts Don't Work NY, NY: Mc Graw Hill Book Company, 1982

Siberman, Charles E. Criminal Violence, Criminal Justice, NY, NY: Random House, 1978

Walker, Samuel, Popular Justice: A History of American Criminal Justice, NY, NY: Oxford University Press, 1980

Criminal Justice Vocabulary

criminal(n.)
suspect(n.)
evidence (n.)
detective(n.)
witness(n.)
to witness(v.)
to be suspected of something(v.)
to be accused of something(v.)
to be accused of something
to be tried for something(v.)
to be innocent of something(v.)
to be guilty of something(v.)
homicide(n.,adj.)
narcotics(n., adj.)
judge (n.)
jury(n.)
sentence(n.)
lawyer(n.)

The Characters

Rachael Lapp

Samuel Lapp

Eli Lapp

Daniel Hofflightner

John Book

Eldon Carter

Paul Schaeffer

Mc Phee

Clip 2

Comprehension

1.A. Samuel is told to "Be careful out there among the English." Who are the English?

B. If they aren't British citizens, why do you think that Eli calls them English?

To Go Further

1.. What do you think that the Amish think about "The English"?

2. A. Do you think that it is necessary for Samuel to be careful more than the "ordinary" child?
Why or not?

Clip 3

The Director of the film, Peter Weir, puts a great deal of focus upon what Samuel is seeing in the train station. He is "witnessing" many new things around him. Samuel's eyes are windows to the world.

Comprehension

A.What's the joke?

1. Why is it funny when the elderly gentleman turns around and looks at Samuel? What does Samuel expect to see?

What ethnic and religious group does this man belong to?

B. Observation

Please note at least three new things which Samuel sees in the train station.

1. _____
2. _____
3. _____
4. _____

Please now compare and discuss your answers with a partner.

To Go Further (Appropriate for ESL only)

When you came to the United States, there must have been many things that were new or surprising to you. There were new ways of dressing, new ways of acting, different methods of purchasing things, strange new technology, etc...

Think about the things that shocked, surprised, amazed, disgusted, or frightened you since you have come to the United States. These should be things which you didn't encounter in your own country or things which you didn't expect to encounter in the United States.

Make a list of all these things

After you have completed this please choose one which you would like to share with another student. Discuss the similarities or the

differences of your experiences. Be prepared to discuss this with the rest of the class.

Clip 4

Comprehension

Follow the next sequence of events and describe what happens in the following scene? You are WITNESSING these events! Be accurate in your description ,as it will be used as evidence.

A. Description

1. Where does Samuel go?
2. What does he see and hear?
3. Why doesn't he leave the men's room?
4. How many people were involved in the murder?
5. Could you describe the murderers and the victim?
6. How did the killers surprise their victim?

7. What weapons were used?
8. How did they actually murder the man?
9. Who were the other witnesses?

B. After the crime/ Predict the outcome

Prediction

1. Do you think that Samuel will be changed by what he has seen? How will he be different?

2. Do you think that Samuel will be in danger now? Why or why not?

Clip 5

A. Idioms

The black man calls the detective "Daddy". Do you think that the detective is really the man's father?

Please translate the following phrase into
standard American English.

"The kid with the funny black
threads"=_____

B. Comprehension

- . What does Samuel tell the police that he saw?

C. To Go Further

2. Do you think that this is enough evidence to
convict someone of murder? Why or why not?

4. What kind of a witness do you think that a
child makes in a court of law?

Clip 6

A. Please transcribe the following dialogue
between Rachael and John Book.

Rachael: "Where _____?"

Book: "Oh, I'm sorry, we're _____ and
we have reason to _____ that he's still _____
_____. We want the boy _____
_____."

Rachael: "You have _____ to _____ us
here."

Book: "Ah, yes we do. Your son's a _____
_____ to a _____."

Rachael: "We _____ to do with
your _____."***

Book: "It doesn't surprise me a bit. A lot

of _____ I _____ are _____
that." ***

B. What's the joke here?***

Please explain the humor

C. To Go Further

1. Do people who break the laws care about
the laws? Why or why not?

2. Were there any laws in your native
country which you didn't respect? Which
laws did you think were foolish? Why ?

3. Did you ever follow laws which you
didn't believe in? Why or why not?

* 4. Are there any laws in the US which you don't agree with? Why do you think that these laws exist?

*5. What is the purpose of law? Contrast the legal system in your native country and that of the US? Be prepared to give a report to the class.

Clip 7

Comprehension

1. Who is Elaine?

2. Is she married or single?
How do you know?

3. Why is she upset with John Book for bringing Rachael and Samuel into her home?

4. What does John Book think about the way that Elaine is raising her children?

5. When Elaine says to John Book, " Keep your holier than thou mouth shut.", What does she mean? Does she think that Book is trying to be religious or spiritual?

To Go Further

What do you think about Elaine's lifestyle?

Clip 8

Comprehension

1. What's going on here? What do Rachael and Elaine have in common?
2. Do they feel comfortable with each other? How can you tell?
3. What do you think that Elaine's thinks about Amish people?

To Go Further

1. People are often categorized by themselves and by other by the nationality, race, ethnic group, religion, and socioeconomic group. Why do you think that people like to classify others in certain groups? Do you see any advantages or disadvantages to this practice?

2. On an index card write from the top to the bottom race, nationality, ethnic group, religion, socioeconomic group. Be sure to leave enough space to write something beside it. Then personalize the card for yourself, filling in your appropriate race, nationality, etc..

Now walk around the room and look at other people's cards. Try to make as many different groups as you can. What common things do you share with the people in those different groups? Are there other things which bring people together and make them bond other than these five common denominators. Give some examples.

Clip 9/The Lineup

Does Samuel identify anybody in the lineup as the murderer?

Clip 10

Comprehension

1. What are Rachael and Samuel doing when they close their eyes?
2. Why doesn't John Book do the same thing?
Is he comfortable with what they are doing?

To Go Further

- 1.. Do most Americans pray before their meals?
If they do, is it common for people to pray in restaurants?
- 2.. Is it common for people from your culture to pray before their meals?

If yes, could you please translate a prayer of thanksgiving from your culture?

5. What is the purpose of giving thanks?

6. Think of at least 5 things which you are thankful for in your own life.

Compare your list with some of your classmates.
How are your lists similar and how are they different?.

Clip 10/ After Grace

Transcription

Transcribe the following dialogue between Rachael and John Book.

Rachael: "Um, you _____ you don't have a family.

Book: " No, I don't."

Rachael: " She thinks _____ and have _____ of your own instead of trying to be a _____ to hers. Except she thinks you're _____ of the _____.

Book: "That's _____. Anything else?"

Rachael: She says that you like _____ because you _____ you're right about it and you're the only who _____ . And that when you _____ a lot of _____ you say things like, 'None of the other _____ know a crook from a bag of _____ .' I believe that's what she said.

Comprehension

1. Does it appear as though Rachael and Elaine found something to talk about?
2. Do you think that Rachael is being too forward and nosy with John Book?

Is it appropriate for her to ask him questions about his personal life?

3. Is it acceptable to ask people about when they are going to get married or when they are going to have children?
Are these kinds of questions acceptable in your culture?

Clip 11/Back in the Police Station

Silent Previewing

1. How does Samuel interact with the various characters in the police station? With whom does he have contact? Please describe these people?
2. Does Samuel trust? Is he curious? Is curiosity a healthy or a dangerous impulse?

3. What does Samuel see in the trophy case? Who does he tell about what he sees? Is his identification public knowledge, does everybody in the police station know about it?

Comprehension

Go back and answer the previous questions after you have viewed the clip with sound. How did your answers change?

Clip 12/ Schaeffer's House

A. Comprehension Questions

1. What do you think that Book's relationship to Schaeffer's family is? Who is Schaeffer? What is his relationship to Book?



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Transcription

Transcribe the following dialogue

Book: It's Mc Phee, Paul. He's one of _____
_____.

Schaeffer: Mc Phee, Lieutenant in _____?

Book: _____. Positive i.d. _____
_____ kid.

Schaeffer: Hope _____ have any _____
about _____.

Book: It all fits Paul. Four years ago, _____
runs a raid _____ amongst _____
_____ gallons of _____ P2P
stuff is confiscated. They put it _____
_____ storage. Philadelphia _____
all the _____ cities in the _____
with speed. They need this P2P stuff to
make _____ and they pay up to _____ a
pint for it. I _____ police storage.
No _____ of ten _____ gallon drums
of the _____. That's _____ million

dollars Paul. Who ran the raid _____
_____?

Schaeffer: _____. Have you talked to him
about it?

Book: _____. _____.

Schaeffer: What _____ clean _____
_____?

Book: People from _____ the _____. Put some
guys on this _____. Watch him, wait him
out.

Schaeffer: Right FBI or maybe someone from
_____. I'll take care of that. I want
maximum security on this. Where's _____
the _____?

Book: My sister's house.

Schaeffer: He's _____ be moved. Who _____
_____ knows about this?

Book: Just _____ and _____.

Schaeffer: Let's leave it that way.

Comprehension

- 1.. Explain what John Book has discovered about the man that Samuel identified as a witness?
 - a. What is this man's name?
 - b. What is his job?
 - c. What department of the police force does this man belong to ?
 - d. What does Book suspect that this man may be involved in?

Projection

- 1.. Why do you think that he murdered the man in the men's room? What was his motive for the murder?
2. Why does Book trust Schaeffer?
Does he seem like a trustworthy man to you?

To Go Further

1. Is it common practice for Americans to visit their bosses in their homes?

What is the normal policy for boss and employee interaction outside the workplace in your culture?

What is the difference between a professional and a personal relationship?

3. What is police corruption?
Do you think that there is a great temptation for police to break the law, commit crimes?
Why or why not?

Clip 13

Comprehension

1. Who shoots at Book?
2. Who do you think told Mc Phee that Book knew about his illegal activities?
3. Who can Book trust now?

4. What message does Book hear in his head after the shooting?
5. What is the woman in the elevator concerned about?

Why is this humorous? Do you think that most people would react like she did?

To Go Further

1. When you can't trust the police and the government, the institutions which are supposed to give law and order to an otherwise chaotic society , whom can you trust?
- 2.. Do you think that it is okay for a person to live outside the law if he or she feels that the law is incorrect?

Give some concrete examples to support your argument?

3. In this case, what's the problem? Is it the law which is unjust or is it the people who are supposed to enforce the laws who are unjust?

Clip 14

Transcribe the following dialogue between Carter and Book.

Book: Did you deliver all the _____
to _____?

Carter: _____.

Book: I want all the paperwork on _____
_____.

Carter: Do you _____ what _____
me to do?

Book: Just _____. Watch _____ back.
Schaeffer's _____.

Clip 15

Silent Previewing

1. What's happening?
2. Is Elaine afraid of these police? What does she tell them?
3. Do they find what they are looking for? How can you tell?
4. After hearing the clip with sound, go back to the previous questions and rethink your answers.

Clip 16

Comprehension

1. Where are they?
2. Why has Book returned them to the farm?

3. What does Rachael ask him? What is his answer?

4. Why does Book refuse to go to the hospital?

Projection

1. Where do you think that he'll go next?

To whom can he turn? Where do you think that he'll be safe?

Do you think that he has a chance to escape from Schaeffer? Why or why not?

Clip 17

Transcription

Please transcribe this exchange.

Eli: But Rachael, this _____. We
hold _____.

Rachael: I know that. _____ I know
that. But I'll tell you if he's _____,
the people who did this to him will _____
_____.

Comprehension

1. Why do they decide to help Book?
2. Is Eli afraid of helping him,? Why or why not?
3. Why does Rachael think that it is a good idea to keep John Book on the farm?

Clip 18

Reflection

1. Does illness ever serve to bring people closer together? Why?

2. Do you find anything important about this scene?.

Clip 19

Please transcribe the following dialogue between Schaeffer and the Lancaster County policeman.

Schaeffer: Are you trying to tell me there's no _____ this woman? We're talking about _____ century _____ enforcement Sergeant.

Sergeant: No there's your problem chief, The Amishman doesn't _____ in, doesn't _____ in the twentieth century. Chief, if the Amish are taking in a man, I wouldn't want to hang _____ rope until you _____ him. The problem is that about every third Amishman around here is named Lapp and we've got upwards of _____ Amishmen around here. That's just in Lancaster _____.

Schaeffer: That's very interesting Sergeant, but this is a very _____ matter. It involves the _____ of a _____. Now there

must be a directory of these _____
_____.

Sergeant: Tax rolls, voter _____, but I tell
you now, I don't have the _____ to
send a man up to every _____ in
Lancaster County to see if they have your
Rachael.

Schaeffer: Why don't you try a little telephoning
then?

Sergeant : Yeah, maybe I could, but since the
Amish _____, I
wouldn't _____ who to _____.

Schaeffer: Thank you Sergeant, it's been an
education.

Comprehension

1. How does Schaeffer feel after his phone call
with the Lancaster County police sergeant?

2. Do you find any humor in the scene? Why or why not?

Clip 20

Comprehension

1. Has the community agreed to help John Book?
How can you tell?
2. What advice do they give him?

Clip 21

Comprehension

1. What does Rachael want Book to do when she says to him, "I insist that you respect our ways"?
What does he have to do to respect their ways?

Clip 22

Transcribe The following dialogue

Eli: This gun of the hand is for the taking of _____ . We believe that it is wrong _____ . That is only for _____. Many times wars have come and people have said to us, " You must _____, you must _____, it is the only way to _____ the good." But Samuel, there is never only one way. Remember that.

Would you kill another man?

Samuel: I would only _____ .

Eli: Only a bad man, I see. And you know these bad men by sight. You are _____ look into their _____ and see this _____?

Samuel: I can see what they do. I have seen it.

Eli: And having seen, you become one of them, don't you understand? What you take into your _____, you take into _____. Wherefore, come out from among them and be ye

separate, sayeth the Lord. And touch not the
_____ thing. Go and finish your chores
now.

Comprehension

1. What's the lesson that Eli is trying to teach Samuel? What are Samuel's own ideas about the subject?

To Go Further

1. If Samuel had been your own child, what kind of speech would you have given him?

With a partner, one playing the role of the parent and one playing the role of the child, please make up your own speech about the use of guns and violence which will teach your child the values that you have about these things.

Clip 23

Discussion

1. Why do you think that people are fascinated with the Amish?

2. Do you think that it's rude for the 20th century to look in on them as cute and charming?

Why do the Amish want to be left alone?

3. Does anything about this lifestyle appeal to you?

Why would someone choose to live this way even though they have the knowledge of modern technology?

Clip 24

Comprehension

1.. What is the nature of Daniel's relationship
with Rachael?

What makes you think so?

2. Could you describe Amish dating customs?

3. What does Rachael think when she sees John
Book working in the barn at carpentry?

Clip 25

Comprehension

1. How do Rachael and John feel for each other?

3. How does Eli feel when he finds Rachael and
John together?

What is Rachael's response to him?

Projection

1. What do you think will happen next?

Clip 26

Comprehension

1. What's going on here? How does Schaeffer try to make Carter feel comfortable?
2. Why isn't Carter laughing?
3. Do you think that Carter will cooperate with Schaeffer?
4. What does Schaeffer want from Carter?
5. What does Schaeffer mean when he says, "We're like the Amish. We're a cult too, a club with our own rules. John has broken those rules as you're breaking them now." ?

What rules is Carter breaking and what rules has Book broken?

To Go Further

1. What kinds of rules do dirty cops, dishonest police have?

Clip 27

Barn Raising

Comprehension

1. What is the significance of this scene?
2. Why are these people helping each other?
3. Please describe the duties of the various members of the community? What is the difference between the duties of the men and women?
Are they being paid to do this?
4. Is Book able to function as a member of the community here? How?

Clip 28

Comprehension

1. Do you think that Rachael wanted John Book to
see her in the nude?
Why did she do this?
2. How did John Book react to this? Why
doesn't he make love to her?

Clip 29

Comprehension

1. What reason does John give Rachael for not
making love to her? What do you think of his
reasoning?
2. Do you believe that he loves her? Does he
respect her?
How can you tell?

Clip 30

Transcription

Tourist: We're just here for the day, would you
mind _____. Just fix
your _____ and stand still.

Book: Lady, _____ take my _____ and I'll rip
your brassiere off and strangle you with it.
You got that.

Comprehension

1. Does Book want his photograph taken?
2. Do most Amish like being photographed?
3. What is your impression of the tourists?
4. Why doesn't John Book want the tourists to
bother him?

Clip 30 A

Comprehension

1. What happened to Carter?
2. What do you think "really" happened to him?

Clip 30 B

Transcription

Please transcribe the phone call that Book makes to Schaeffer's house.

Schaeffer: Hello John. Calling me at home. I
can't trace the _____. That's _____
John, very _____.

Book: You lost the _____, didn't you Paul.
Isn't that what you said about _____
_____ that somewhere along the way, they
_____ _____?

Schaeffer: Don't make it difficult John. We know
where you are, we're about to.....

Book: No, no, you got it _____. I'm
_____ to get you.

Schaeffer: I like your style John. I always liked your style.

Book: I'm _____ to you whatever you did to Sonovich and whatever you did to Carter, I'm gonna fuckin' do that to you, you asshole.

Comprehension

1. Why does Book call Schaeffer?
2. How would you describe Book's mood?
3. What meaning did Schaeffer lose?

Projection

1. Do you think that Book will be able to stop Schaeffer and Mc Phee?
What kind of power does Book have to stop them?

Clip 31

Comprehension

1. What is the attitude of these young people towards the Amish?
2. How do the Amish respond to them?
3. What Amish laws does Book break?
4. How do the Amish try to explain his strange behavior ?

To Go Further

1. If you had been in this situation how would you have responded?
2. Have you ever been subjected to this kind of abuse? How did you respond?
- 3.. What do you think of John Book's behavior in this situation?

Clip 32

Reflection/Final Thoughts

1. Does Book belong in the modern world or in the Amish world?
2. Do you think that it would have been possible for John Book to stay on the farm? Why or why not?

CONCLUSION: FEEDBACK SESSION

1. Reflect upon the entire unit that you have just covered.
 - A. Write down three or four things which you learned_about American culture from the film.
 - B. __How would you say that your speaking skills_have changed? Explain.

C. Has your ability to understand spoken English changed in any way? Explain.

D. In what ways would you change the way in which the lessons were presented. Think of a few ways in which you could improve the unit.

2. Imagine yourself on the Board of Directors at an English Language School that serves students like yourself. What arguments would you present to your fellow board members for using or against using film in combination with language exercises in the classroom.

3. If you were presented with the opportunity to take an English language course which uses film as its focus, would you enroll in such a course? Why or why not?

4. If you did take another course such as the one which you have just completed, would you like to see it used as the single teaching element in the course or as a supplemental activity? Explain.

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FILE ABSTRACT FORM

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Abstract:

This materials development project uses the movie, "Witness", in combination with various activities to increase the listening, speaking, and cultural awareness of ESL/EFL intermediate or advanced students. American culture, Amish culture, and the American criminal justice system are all closely examined. The students participate in a wide range of activities; transcription, projecting the outcome of situations, role play, and comprehension after viewing. The students are also encouraged to go further into their exploration of the film if time allows. This project may be used as a listening/speaking course in itself or as an elective in an intensive language program.